

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Buckley Park College (7670)



BUCKLEY PARK COLLEGE

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.			
12-month target 1.1 target	In 2024 the % of students in Year 9 achieving strong or exceeding in Numeracy will increase by 5% from 73% to 78% reflective of similar schools Attitude to School Survey: 1. Positive endorsement for Differentiated Learning Challenge to improve from 55% to 57%. 2. Positive endorsement for Effective Teaching Time to improve from 56% to 58% reflective of Network. 3. Positive endorsement for Stimulated Learning to improve from 45% to 46% reflective of Network. Staff Opinion Survey: SSS - Pedagogical Understanding			
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions				
Outcomes				
Success Indicators				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

		<input type="checkbox"/> PLP Priority		
		<input type="checkbox"/> PLP Priority		
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions				
Outcomes				
Success Indicators				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
		<input type="checkbox"/> PLP Priority		
Goal 2	To maximise and extend learning growth for every student			
12-month target 2.1 target	<p>In 2024 the % of students in Year 9 achieving strong or exceeding in Numeracy will increase by 5% from 73% to 78% reflective of similar schools</p> <p>In 2024 the % of students in Year 9 achieving strong or exceeding in Reading will increase by 5% from 68% to 73% narrowing the gap with similar schools</p>			

	In 2024 the % of students in Year 9 achieving strong or exceeding in Writing will increase by 2% from 73% to 75% reflective of similar schools.
12-month target 2.2 target	<p>In 2024 the % of students in Year 9 achieving strong or exceeding in Numeracy will increase by 5% from 73% to 78% reflective of similar schools</p> <p>In 2024 the % of students in Year 9 achieving strong or exceeding in Reading will increase by 5% from 68% to 73% narrowing the gap with similar schools</p> <p>In 2024 the % of students in Year 9 achieving strong or exceeding in Writing will increase by 2% from 73% to 75% reflective of similar schools.</p>
12-month target 2.3 target	Teacher Judgement Data
12-month target 2.4 target	<p>In 2024 the mean study score in English will increase from 29.28 to 29.5</p> <p>In 2024 the mean study score in Maths Group will increase from 29.83 to 30.</p>
12-month target 2.5 target	In 2024 the mean study score will increase from 29.3 to 29.6
12-month target 2.6 target	83% of Students enrolled in VCE VM will complete their VCE VM or have a positive pathway.
12-month target 2.7 target	In 2024, 87% of Year 12 Students will have a positive pathway
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the capacity of staff to understand the learning needs of each student through a deep knowledge of the curriculum and a continuum of learning
Actions	<ul style="list-style-type: none"> - To introduce an Improvement cycle to review and provide feedback on units of the GVC in each Domain - Embedding structured Domain time for staff to work collaboratively on the core business of Curriculum, Planning and Assessment - Establish and evaluate clear processes for identifying students who require Tier 2 and 3 learning support and implementing

	appropriate adjustments.			
Outcomes	<ul style="list-style-type: none"> - Continual updating and improvement of the GVC - Staff involved in the improvement process of Curriculum in providing feedback to peers and receiving feedback. - Increased Collaboration for staff to work on identified priorities and goals as determined by Domain leaders - Increased time for development of Planning, Curriculum and Assessment. - Ensuring students don't slip through the cracks and appropriate plans are put in place for students - Implementation of Disability inclusion priorities. 			
Success Indicators	<ul style="list-style-type: none"> - Identifying progress on GVC from self-assessment (start of process) to panel feedback at the end of the process. - Feedback applied to other units within the identified year level. - Increased Collaboration data by school staff - Increased autonomy for Domain leaders to work on identified goals and priorities - Individuals better supported across tiers 2 and 2 - Ensure IEPs are relevant for students 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Complete 2 cycles of GVC improvement process	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Domains self-assess on current progress in the GVC for a specific unit against a checklist and implement feedback.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Domain teams are provided with specific feedback on progress and opportunities to rectify areas from feedback.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	

Further refinement of the Curriculum Skills continuum in line with updated Victorian Curriculum F-10 Version 2.0 updated	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Teachers being able to use/interpret/construct IEPs	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen and build teacher capacity to use data to inform 'point of need' teaching (differentiation)			
Actions	<ul style="list-style-type: none"> - Develop the capacity of teaching staff to proficiently utilise the learning continuum as a tool to implement effective universal and differentiated strategies into their planning, instruction, and assessment. - All PLC's to work through an inquiry cycle with an agreed focus on differentiation and collect 'At level' Formative assessment data to obtain an understanding of student levels. - Using key data sources from PAT, Essential Assessment and Formative Assessment strategies to obtain an understanding of where all students are at and implement this into teaching approaches in Year 7 and 8 Literacy and Numeracy. 			
Outcomes	<ul style="list-style-type: none"> - Students experiencing success at their expected levels. - Teachers shifting the focus from summative to Formative assessment methods - Applying the Skills continuum and aiming the curriculum at the required level. - All classes having 			
Success Indicators	<ul style="list-style-type: none"> - Accurate teacher judgements - Tracking of Essential Assessment data - Increased use and reliance on Formative assessment and documented in the GVC 			

	<ul style="list-style-type: none"> - PLC inquiry cycle handbooks documenting progress. - Progression of students in the year 7 and 8 Literacy and Numeracy program - Updated skills continuum for each area. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PL to be delivered on methods to plan for and deliver Differentiation.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
Implement the Literacy and Numeracy programs at Year 7 and 8 with documented lessons at varying levels.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
Implementing Essential Assessment as a way to determine years 7 and 8 students are identified at the correct level and planned for accordingly.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
Literacy and Numeracy in years 7 and 8 to have groups identified at 4 different levels and the curriculum is planned and delivered accordingly.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Goal 4	To strengthen social awareness and self-regulation for all students			
12-month target 4.1 target	Attitude to School Survey: 1. Positive endorsement for Effective Classroom Behaviour to improve from 51% to 53% reflective of Network. 2. Positive endorsement for Non Experience of Bullying to improve from 80% to 82% reflective of Network. 3. Positive endorsement for Managing Bullying to improve from 40% to 44% reflective of Network. 3. Positive endorsement for Teacher Concern to improve from 34% to 35% reflective of Network.			

	Staff Opinion Survey: SSS - Understanding of Curriculum
12-month target 4.2 target	Parent Opinion Survey: 1. In 2024, Positive endorsement for student connectedness to improve from 73% to 75%. 2. In 2024, Positive endorsement for positive transition to improve from 63 to 68%.
12-month target 4.3 target	In 2024, Trust in Students and Parents to improve from 53% to 58%.
12-month target 4.4 target	The percentage of students with greater than 20 days absence to reduce from 34% to 30% The number of unapproved absences to reduce from 6.5 days to 6 days.
KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Deepen and strengthen strategies to support social and emotional wellbeing
Actions	<ul style="list-style-type: none"> - Embed restorative and behaviour management classroom strategies into the SEWL Framework - Develop and continually evaluate Home Group program 7-12 - Target proactive anti-bullying programs at specific cohorts
Outcomes	<p>SEWL Framework:</p> <ul style="list-style-type: none"> - Students are engaged in their learning which is facilitated by predictable routines for establishing safe and inclusive classroom environments - Classroom teachers are able to link behaviour management strategies and restorative practices with the SEWL Framework to minimise low-level disruption and provide a safe learning environment - School community have an awareness of the staged response the College takes to addressing low-level disruptive behaviours <p>Home Group:</p> <ul style="list-style-type: none"> - Students utilise this time to improve connections to the school and each other through structured engagement, wellbeing and learning activities delivered in Home Group. - Teachers hold a shared belief that holistic wellbeing is an enabler for learning and improved outcomes.

	- School Community has an understanding of the purpose of Home Group and has access to a Home Group teacher/advocate to improve two-way communication in relation to engagement, wellbeing and learning for the student.			
Success Indicators	- Revised SEWL Framework is printed and displayed in every learning space - Internal B Block referral data continues to improve - Student-Teacher relationships continue to improve as a result of the BSEM/behaviour management/restorative practice PL. AToS Teacher Concern data improves - Student Voice is utilised to better understand any blank/blind spots in the College's protocols for responding/managing incidents of bullying. Students, Staff and families have a shared understanding of what constitutes as bullying and work together to outline a consistent approach to taking an educative approach to responding to bullying - AToS - Managing Bullying data improves			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engage in 2-day whole-staff professional learning with Glen Pearsall in practical classroom management strategies	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$20,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed evidence-based wellbeing programs into Home Group to support holistic wellbeing and learning skills 7-12	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority		\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing programs aligned with core curriculum, Home Group and YLC Assemblies to provide multiple exposures and cross-curricular approach to wellbeing.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority		\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Embed BSEM strategies into SEWL Framework and classroom practice, utilising support from MHP / BeYou Publicly display the revised SEWL Framework in every learning space	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Sub school leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Data interrogation of Managing Bullying AToS data - focus groups with students and parents to find out where the college may have blind spots in practice	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority		